

5 – A – SIDE SOCCER MANUAL

For the Blind and Visually Impaired



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PEPPERDINE



Institute of Movement Studies for
Individuals with Visual Impairments



TGFF The Gibney Family
FOUNDATION
sustainable solutions for independence

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<https://www.campabilities.org/>
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SECTION 1.1 WHAT IS A VISUAL IMPAIRMENT?

BACKGROUND

Per the American Community Survey (Erickson, Lee, & von Schrader, 2019) over 706,000 youth aged 4-20 are reported to have a visual disability while the American Printing House for the Blind (2019a,b) has stated that over 63,000 students (through the age of 21) meet the definition of blindness and are eligible for adapted educational materials. Concerning adults aged 16-75+, over 7,675,000 individuals are reported to have a visual disability per the American Community Survey (Erickson et al., 2019; American Printing House for the Blind, 2019b). Visual impairment can occur due to a variety of reasons (i.e., genetics, trauma, developmental issues, illness). Common causes of visual impairment in youth are cortical visual impairment, optic nerve hypoplasia, and retinopathy of prematurity (Kong et al., 2012). In adults, uncorrected refractive errors, cataracts, glaucoma, and age-related macular degeneration are common causes of visual impairment (World Health Organization, 2018). Factors including race/ethnicity, biological sex, family history of eye disease, socioeconomic status, and geographic location influence the prevalence of visual impairment (National Academies of Sciences, Engineering, and Medicine, 2016). Although vision loss has been described as ‘the worst ailment that could happen’ by the American public (Scott et al., 2016), participation in physical activity/sports is more than possible! The United States Association of Blind Athletes (USABA; <https://www.usaba.org/>) is the premier organization/resource for such outcomes. Importantly, the mission of the USABA is to empower “Americans who are blind and visually impaired to experience life-changing opportunities in sports, recreation and physical activities” (USABA, n.d.). To date, the USABA has reached over 100,000 individuals with visual impairments and have over 3,000 current members who compete in twelve sports.

CLASSIFICATION SYSTEM

Per the International Federation (IBSA; 2019a), visual classifications are “based upon the eye with better visual acuity, whilst wearing best optical correction using spectacles or contact lenses, and/or visual fields which include central and peripheral zones.” Below is a table which describes each visual classification ranging from B1 (lowest vision) to B4 (highest vision).

IBSA Visual Classifications	
B1	No light perception in either eye up to light perception, and an inability to recognize the shape of a hand at any distance or in any direction.

B2	From ability to recognize the shape of a hand up to visual acuity of 20/600 and/or a visual field of less than 5 degrees in the best eye with the best practical eye correction.
B3	From visual acuity above 20/600 and up to visual acuity of 20/200 and/or a visual field of less than 20 degrees and more than 5 degrees in the best eye with the best practical eye correction.
USABA Recognized Low Vision Classification	
*B4	From visual acuity above 20/200 and up to visual acuity of 20/70 and a visual field larger than 20 degrees in the best eye with the best practical eye correction.

*Currently, individuals with a B4 visual classification are not permitted to participate in officially sanctioned international blind and partially sighted soccer competitions.

For additional 5-a-side IBSA information visit:

<http://www.ibsasport.org/sports/football/general-documents/>

<http://www.ibsasport.org/sports/football/>

SHOWCASE: DAVID PERALTA

David Peralta lost his vision at the age of 5 when a grenade he and his friends found exploded near him. However, that hasn't stopped David from playing on the Argentinian Men's National 5-a-side Blind Soccer Team (also known as Los Murcielagos or the bats). David (a forward) started playing with the Argentinian national team in 2009 and won a Bronze medal with Argentina in the 2016 Paralympics in Rio de Janeiro, Brazil. Concerning David's loss of vision, he stated: "It was just something that happened, my life is what it is as a result of becoming blind and I'm not complaining one bit about it" (Cobelo, 2014).

SECTION 1.2 HOW DO YOU TREAT SOMEONE WHO IS VISUALLY IMPAIRED?

This section will briefly discuss how to treat someone with a visual impairment. For more information on how to treat someone with a visual impairment see the following resources:

- www.campabilities.org
- *Physical education and sports for people with visual impairments and deafblindness: Foundations of instruction* (Lieberman, Ponchilla, & Ponchilla, 2013)

Be sure to do the following as suggested by Lieberman and colleagues (2013):

- Always state your name when speaking

- Ask if they would like assistance first before assuming
- Say who is in the room
- Be sure to inform them of when you are leaving the room
- Explain events or situations that are occurring around the room (laughing, loud noise, etc.)
- Encourage independence

SECTION 1.3 WHAT IS 5-A-SIDE SOCCER?

HISTORY

The sport of 5-a-side soccer has been governed by the IBSA since 1996. Following suit, the IBSA Blind Football World Championships were established starting in 1998 and have continued to occur every two years. Further, 5-a-side became (and has remained) a Paralympic sport since being adopted at the 2004 Athens Paralympics. Brazil has won gold at every Paralympics, however, nations such as Argentine and Iran have proven to be significant contenders in recent years. Currently, 5-a-side soccer is only a men's sport in the Paralympics, however, woman competed at the IBSA Women's Blind Football Tournament in 2017 which was won by Japan. In the U.S., 5-a-side is still in its infancy, but the future trajectory of the sport is limitless!

RULES

Blind Soccer Rules:

Anyone can play blind soccer—just grab an eyeshade! However, for official competitions, certain rules and regulations must be followed. Some general rules/regulations include:

- Rectangular field (40m x 20m).
- The whole length of the pitch must be covered by kickboards to prevent the ball from going out of play.
- Goal dimensions (3m wide x 2m high).
- The ball makes a noise for location.
- Spectators must remain silent until a goal is scored.
- Each team fields four outfield players and one goalkeeper.
- Outfield players must be a B1 visual classification while the goalkeeper can be a B2, B3, or have full vision.
- All outfield players must wear eyeshades while goalkeepers do not wear eyeshades.
- Players must say 'voy' or a similar word when moving towards an opponent, tackling, or searching for the ball.

- The team coach, goalkeeper, and specific guides can communicate to players.
- 40-minute game composed of two 20-minute halves.
- Teams can use a 1-minute time-out in each half.
- Clock stops whenever the ball goes out of play or a foul occurs.

Partially Sighted Soccer Rules:

Although more similar to traditional futsal, partially sighted soccer is an option for players who have a B2 or B3 visual classification. Partially sighted soccer is governed by the FIFA Futsal Laws of the Game (FIFA, 2014) and follows ISBA-approved adaptations. However, it is important to know that blind and partially sighted soccer have a significant rule difference. For blind soccer, eyeshades must be worn by all field players. However, in partially sighted soccer, eyeshades are not worn by any players.

Detailed rule/regulation information for blind and partially sighted soccer can be found at International Blind Sports Federation website in the *Football five-a-side laws 2017-2021 (ISBA Football Subcommittee, 2017)*.

PATHWAY TO 2028

The U.S. does not currently support a national 5-a-side team. Moving forward, the USABA is hoping to assist with increasing the profile/accessibility of blind soccer across the county, foster grassroots initiatives, and, ultimately, field a self-sustaining American national team at the Los Angeles 2028 Paralympic Games through talent identification processes and the provision of structural resources (e.g., coaching, facilities, funding).

SECTION 1.4 EQUIPMENT AND WHERE TO GET IT

This section will list the total amount of equipment needed for all lessons, home activities, and the assessment for 5-a-side soccer as well as places to find the equipment.

Equipment needed:

- 5-a-side soccer balls (ideally one per student/athlete), estimated cost \$50 per ball
 - <https://handilifesport.com/en/adapted-sports/>
- Pop-up nets (Pugg Nets), estimated cost per net \$64 or \$99.99 per set
 - https://www.soccer.com/shop/details/pugg-pop-up-goals-6-_A7844?
 - <https://www.badensports.com/products/pugg-soccer-goal-6x4?>

- Shin Guards (divided total number of athletes 1/2), estimated cost \$9 to \$25 per set
 - o <https://www.dickssportinggoods.com/products/soccer-shin-guards.jsp>
- Soccer Nets (slightly larger), estimated cost \$220 per net
 - o <https://www.networldsports.com/12-x-6-forza-steel42-soccer-goal.html?>
- Goalfix Goals (Official Sized), estimated cost \$1,881.89 Per set
 - o <https://goalfixsports.com/product/free-standing-blind-football-goal-3-65m-x-2-1m-12ft-x-7ft/>
- Eyeshades (Blindfolds), estimated cost \$35 Per eyeshade
 - o <https://handilifesport.com/en/adapted-sports/>
 - o <https://goalfixsports.com/product-category/eyeshades/>
- Blind Football Rebound Panel
 - o <https://goalfixsports.com/product/blind-football-rebound-panel/>
- Auditory kickballs, estimated cost \$49.95 to \$122 Per ball
 - o <https://www.gophersport.com/pe/adapted/inreach-beeper-ball?>
 - o http://shop.aph.org/webapp/wcs/stores/servlet/Product_APH%20Sound%20Balls_1053465P_10001_11051
- Stop watches, estimated cost \$18 to 53 Per stopwatch
 - o <https://www.bsnsports.com/equipment/sports/track-field/stopwatches>
- Dome cones, estimated cost \$55 Per set of 36
 - o <https://www.gophersport.com/supplies/cones-markers/rainbow-dome-cones>

SECTION 2.1 INSTRUCTIONAL STRATEGIES FOR COACHING VISUALLY IMPAIRED SOCCER PLAYERS

Pre-teaching: This needs to occur before the lesson or practice including but not limited to the following information: dimensions of the pitch, equipment, terminology, scoring, strategies, and positions (Lieberman et al., 2013).

Tactile Modeling: This is a type of demonstration where the movement explanation is accessible by touch to people with visual impairments (Lieberman et al., 2013). For example, the athlete will feel the coach demonstrate the skill.

Physical Guidance: This is an instructional tool where the coach/teacher can help guide the athlete through the movement (Lieberman et al., 2013).

For more information on instructional strategies for coaching/teaching the blind and visually impaired see Physical Education and Sports for People with Visual Impairments and Deafblindness: Foundations of Instruction (Lieberman et al., 2013).



Photo 2.1: Displays a teacher assisting her student to feel the goal frame before playing. This is an example of pre-teaching.

TECHNIQUES FOR TEACHING THE FOLLOWING SOCCER SKILLS:

Kicking: When instructing an athlete to kick, use a variety of the previously mentioned instructional strategies after asking for permission from the athlete. First, use tactile modelling to demonstrate where the placement of your non-kicking foot should be in relation to the ball, and what part of the foot should contact the

ball. Secondly, use tactile modeling to demonstrate the movements of the remainder of the body (do not forget the upper body). Third, use physical guidance to help guide the athlete through each part of the movement before putting it all together.

Dribbling: When instructing an athlete to dribble, begin by asking permission from the athlete to use tactile modeling and physical guidance. First, use tactile modelling to assist with force development (light) and foot positioning when contacting the ball (start by using the inside of foot). Secondly, use tactile modeling to demonstrate the movements of the remainder of the body (keeping the head up). Third, use physical guidance to help guide the athlete through contact point and the amount of force needed to keep the ball close, before completing the whole skill.

Defensive and Offensive strategies: When instructing an athlete(s) on offensive and defensive strategies, begin by pre-teaching the concept and strategy that they will be working towards. Communication and listening skills are essential in the game of 5-a-side soccer for the athletes to successfully perform offensive and defensive strategies. Remind the participants and any individuals that may be watching that 5-a-side soccer is a silent sport, so that the players can hear their auditory guides. The only communication should be coming from the players and the guides.

SECTION 2.2 SAFETY CONSIDERATIONS

HEALTH AND SAFETY

- Be sure to take the time to complete a warmup before beginning, and a cool down at the end
- “Voy” – player must continually communicate to inform the offensive player that you are approaching to avoid a collision
- All players must wear shin guards
- The guides must observe carefully the surrounding environment to provide correct safety cues to the athletes.
- For beginners, try starting with a safety word such as ‘freeze’ if an unsafe action is about to occur.

5-a-side Soccer (football) Skills Assessment for Individuals with Visual Impairments



Validation Stage

Equipment List:

- 10 auditory soccer balls
- 2 playground balls
- 3 polyspots
- 3 pop-up round goals (pug pop-ups)
- 2 stop watches
- 1 5-a-side soccer goal
- 18 dome cones
- Wall
- Floor tape
- 2 video cameras (research, evaluation post practice or class)

Basic Directions for the administrators of this assessment tool:

- All tasks should be pre-taught and described to ensure the ability of the athlete is being assessed not their comprehension.
- All assessments were designed to be implemented in stations, if there are restrictions based on staffing or equipment. Complete the assessments in the sequential order described in the manual.
- Auditory directional cues may be used by the guides to assist the athlete in completing the task. However, use a least to most prompting strategy (e.g., start with no cueing or limited and add in as needed).
- Blind Soccer Assessment: (B1 Athletes) Complete the entire assessment with eyeshades on, as per the rules of the game.
- Partially Sited Soccer Assessment: (B2 & B3): Complete the entire assessment **without** eyeshades on, as per the rules of the game.

SKILL #1: TIMED DRIBBLING ASSESSMENT

The athlete will dribble around an equilateral triangle-shaped course. Each cone will be set 5 meters from the next (see diagram). During this process, they will be following auditory cues from a guide on where to move. Using the top point of the triangle as a reference point, each athlete will go through the course at least once starting from the (a) bottom right side cone and at least once starting from the (b) bottom left side cone. For example, if starting on at the bottom right cone, the participant should turn and face the bottom left cone. After the 'go' command, the participant should dribble straight to the bottom left cone, turn right after passing the bottom left cone, dribble to the top cone, turn right after passing the top cone, and dribble back to original starting place (i.e., the bottom right cone). Time stops after the participant reaches the original starting cone. This would then be repeated with the participant starting at the bottom left cone. During this task the auditory guide (represented as a 'G' in the diagram below) can provide verbal directional cues to the athlete completing the skill. The guide in Photo 3.1 is also the timer.

Pre-teaching:

Coaches and test administrators' need to explain and teach the task being assessed and go through it with the player explaining what they are being assessed on to ensure they are assessing the skill and not the athlete's comprehension. Recommend having the athlete walk the triangle first.

Evaluation Criteria:

- Time: each athlete will be timed from the start to finish for each trial.

Equipment Needed:

- 3 dome cones
- 1 auditory soccer balls
- Stopwatch

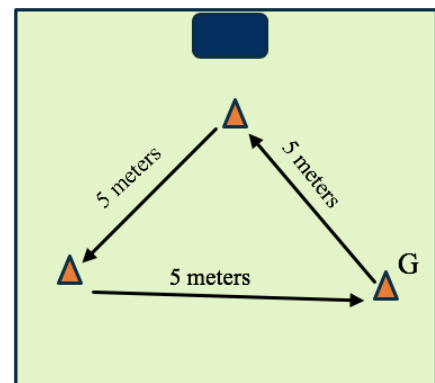


Photo 3.1: (Left) Displays a student/athlete is completing the timed triangle dribbling assessment. There are three cones each 5 meters apart making a triangle, and a coach timing.

SKILL #2: TIMED PASS AND RECEIVE (PRE/POST MEASURE)

The athlete will make as many successful consecutive passes and receptions off of the wall or to a partner in 30 seconds as they can. They will complete 2 trials on their dominant and nondominant foot. The athlete will be positioned 2 meters from the wall and will have a 1-meter x 1-meter zone within which they can move to pass and receive the ball. If the athlete makes an error pass, where the ball goes outside of their zone, the pass does not count, however they may continue for their remaining time. Athletes are allowed to stop the ball with either foot, as long as each pass is made with the foot being evaluated.

Pre-teaching:

Coaches and test administrators' need to explain and teach the task being assessed and go through it with the player explaining what they are being assessed on to ensure they are assessing the skill and not the athlete's comprehension.

Evaluation Criteria:

- Frequency: the number of successful passes and receptions (**a pass and reception = 1**) completed within 30 seconds. A **successful pass and reception** for the purposes of this assessment is that the ball made it to the 1X1 zone, and was received in the 1X1 zone, shown in the diagram below.

Equipment Needed:

- Wall or partner
- 1 auditory soccer balls (Per pair)
- 4 dome cones (per pair)
- 1 stopwatch

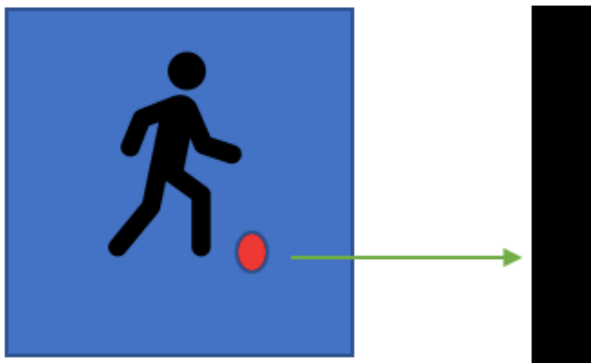


Photo 3.2:(Right) Displays a group of students/ athletes completing the timed pass and receive assessment with a partner. Their partner is two meters away and they have a coned off space of 1-meter zone to pass and receive the ball.

SKILL #3: PUSH-PASSING (DOMINANT AND NONDOMINANT FOOT)

The athlete will take 3 passes/shots from each foot, using both the dominant and nondominant foot. The passes will be in a set sequence shooting order, towards 3 different goals (i.e., left, center, right). The athlete will be passing/shooting from a distance of 5 meters directly in front of the center goal. Both the left and right goals will be in line with and 2 feet from the **outer edge** of the center goal to the **outer edge** of the left/right goals (See diagram below). The guide will move behind the center of the goal being shot on/passed to in the set sequence to provide auditory cues to the athlete. The guide should clearly state “[Name] pass to me.” The order of the direction of the passes should be: passer’s left, passer’s right, passer’s center (repeat).

Pre-teaching:

Coaches and test administrators' need to explain and teach the task being assessed and go through it with the player explaining what they are being assessed on to ensure they are assessing the skill and not the athlete's comprehension. Recommend having the participant feel each goal, and walk the distance from where they are passing to the goal.

Evaluation Criteria:

- Accuracy: athletes will be scored (successful completion = 1, unsuccessful completion = 0) for each attempt, for a total score of 6 points for each foot possible.
- Time: athletes will be timed in their reaction to the auditory cues from the guide. Time will start once the initial cue is given until the athlete contacts the ball.

Equipment Needed:

- 3 pop-up round goals (pug pop-ups)
- 6 auditory soccer balls
- Stopwatch

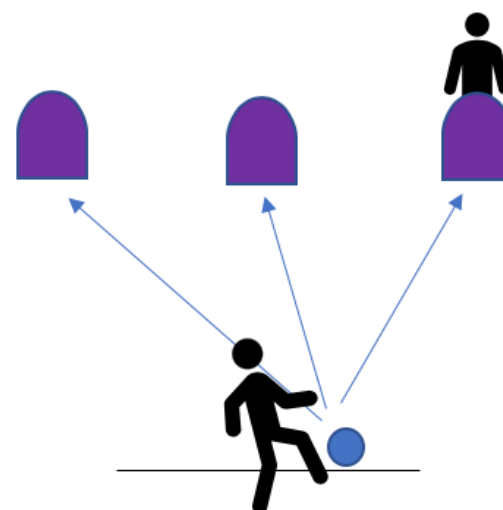


Photo 3.3: (left) Photo displays an athlete/student completing the push-pass to target. There are three popup goals with a guide behind the goal that they are supposed to pass to. The guide is saying “[Name] pass to me.”

SKILL #4: SHOOTING ZONES

The athlete will take 5 penalty shots with both their dominant and nondominant foot on the goal. The ball will be stationary, with the shots being taken from 6 meters away from the goal. The guide will be behind the center of the goal being shot on to provide auditory cues to the athlete. The guide should go to each side of the goal, tap on the frame and say "left" or "right", then return to the center and say "center". From the midline of the crossbar, put one strip of tape 1 meter to the right of the midline (on the crossbar) and one strip of tape 1 meter to the left of the midline (on the crossbar). The space between the two strips of tape is the red zone (2 meters). The space outside of the pieces of tape is the green zone (0.5 meters on each side; see diagram and Photo 3.4 below).

Pre-teaching:

Coaches and test administrators' need to explain and teach the task being assessed and go through it with the player explaining what they are being assessed on to ensure they are assessing the skill and not the athlete's comprehension. Have each participant feel the goal and where the cones are marking the barrier between green and red zone.

Evaluation Criteria:

- Accuracy: miss goal = 0, red zone = 1 point, and green zone = 2 points.

Equipment Needed:

- 5-a-side soccer goal
- 1 dome cone
- 2 Tall cones
- 5 auditory soccer balls



Photo 3.4: (Left) An athlete/student completing the shooting zones assessment, with eyeshades. The player is shooting 6 meters from the goal. In the goal there are two tall cones marking off the green zone for shooting.

SKILL #5: GOALIE ASSESSMENT (ONLY FOR B2, B3, & B4)

The athlete will underhand toss and save the ball from crossing the goal line off of the wall or a partner will toss the ball to the goalie who will attempt to save it before crossing the goal line (and roll back to partner), trying to get as many saves as they can in 30 seconds. They will complete 2 trials. The athlete will be positioned 2 meters from the wall or partner and will have a 1-meter long goal line in which the ball must be caught ahead of to be considered a **successful reception**. If the athlete makes an error toss, where the ball goes outside of their zone, a back-up ball will be provided so that they may continue for their remaining time. Athletes are allowed to catch the ball using one or two hands, and/or their body, to complete a catch as long as each toss is stopped before the goal line.

Pre-teaching:

Coaches and test administrators' need to explain and teach the task being assessed and go through it with the player explaining what they are being assessed on to ensure they are assessing the skill and not the athlete's comprehension.

Evaluation Criteria:

- Frequency: the number of successful tosses and receptions (a toss and reception = 1) completed within 30 seconds.

Equipment Needed:

- Wall or partner
- 2 playground balls or 2 5-a-side soccer balls
- 4 dome cones
- 1 stopwatch

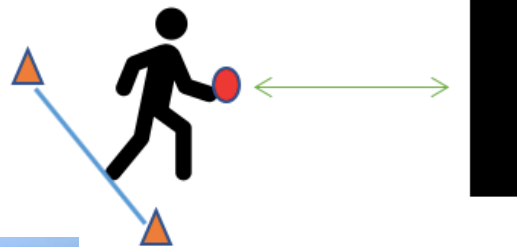


Photo 3.5: (left) An athlete/student completing the goalie assessment with a partner sending the ball to him instead of a wall. There is a 1-meter goal line marked off with cones to mark a successful save.

5-A-SIDE SCORING SHEET

ID (if research) or Name (if non-research) _____

Age (Years): _____

Sex: _____

VI Classification: _____

Dominant Foot: Right OR Left

1. **Timed Dribbling Assessment:** Record time trials in the boxes below.

Timed Dribbling	Trial 1	Trial 2
Right Time (sec)		
Left Time (sec)		

2. **Timed Pass and Receive Assessment:** Record the frequency of successful passes/receptions for each trial in the boxes below. Completed (circle one of the following):

Against a wall

OR

With a partner

Pass/Receive	Trial 1	Trial 2
D Count		
ND Count		

D = dominant, ND = non-dominant

3. **Push-Passing Assessment:** Circle the score the participant received for each trial.

Push-Pass	Trial 1 (L)	Trial 2 (R)	Trial 3 (C)
D Accuracy	0 / 1	0 / 1	0 / 1
ND Accuracy	0 / 1	0 / 1	0 / 1

L = passer's left, R = passer's right, C = passer's center

D = dominant, ND = non-dominant; 0 = unsuccessful, 1 = successful

4. **Shooting Zones Assessment:** Circle the score the participant received for each trial.

Shooting Zones	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5
D Points	0 / 1 / 2	0 / 1 / 2	0 / 1 / 2	0 / 1 / 2	0 / 1 / 2
ND Points	0 / 1 / 2	0 / 1 / 2	0 / 1 / 2	0 / 1 / 2	0 / 1 / 2

D = dominant, ND = non-dominant

5. **Goalie Assessment:** Record the frequency of successful passes/receptions for each trial in the boxes below. Completed (circle one of the following):


Against a wall

OR

With a partner

Goalie Wall	Trial 1	Trial 2
Count		

SECTION 4.1 INTRODUCTORY PRACTICE/LESSON PLANS

<p><u>Skill Theme: Dribbling</u></p>	
<p><u>Practice/Lesson Objectives:</u> The athlete will be able to dribble a soccer ball maintaining control following the auditory cues of the guides and their teammates.</p> <ul style="list-style-type: none"> - Higher skilled – Be ready to use both inside and outside of the foot and change speed/direction - Novice – Start with dribbling only with the inside of the foot 	
<p>Cues – Critical Features of Dribbling</p>	<p><u>Dribbling:</u></p> <ul style="list-style-type: none"> - Close – Keep the ball close so that you do not lose it - Head up - Inside/ Outside – Be ready to use both parts of foot - Tap-Tap – Continuous and rhythmic action <div style="text-align: center;">  </div> <p><i>Photo 4.1: Displays a player working on dribbling a soccer ball around a cone.</i></p>
<p>Dribble Around the Pitch</p>	<p>During this activity the athletes will dribble around the parameter of the pitch following the kick walls on the sides and in front of the goal on the end lines. During this drill the auditory guides should be informing the athletes where they are on the field such as the defensive, middle, and offensive thirds of the field.</p> <ul style="list-style-type: none"> - <u>Goal:</u> This drill has two key goals: (1) to develop athlete field awareness and (2) to practice/develop fundamental dribbling skills. - <u>Refinement:</u> Focus on keeping the ball close to your feet to maintain control.

	<ul style="list-style-type: none"> - <u>Extension:</u> Change distance from the cone (farther or closer, depending on ability), and/or change the cone and ball size (smaller or larger).
Shuttle Dribbling	<p>During this activity the athletes will dribble in a straight line towards their teammate following the auditory cues of their teammate. During there are a minimum of three players in each group.</p> <ul style="list-style-type: none"> - <u>Goal:</u> This drill has two key goals: (1) to develop athlete communication skills with their teammates and (2) to practice/develop fundamental dribbling skills. - <u>Refinement:</u> Focus on keeping the ball close to your feet to maintain control. - <u>Extension:</u> Change of speed (slow, medium or fast) or the distance from (farther or closer, depending on ability).
Triangle / Diamond dribble	<p>Start by working in a stationary group of 4. All athletes should be set up in a triangle (marked by a dome cone) 5 to 10 feet from each other (based on skill level). Start by dribbling (1 player at a time) clockwise around the triangle until they get to their teammate at the next cone. Then the next player continues dribbling until the group has completed the triangle 5 times, then dribble counterclockwise around the triangle.</p> <ul style="list-style-type: none"> - <u>Goal:</u> To successfully dribble around the triangle with your teammates, through communication and listening skills. - <u>Refinement:</u> Focus on giving clear directions to your teammate where you are in relation to them (e.g., Through (diagonal), Square (to the side)). - <u>Extension:</u> The first extension would be to no longer dribble to the next cone in order. Meaning each player can now dribble to either of their partners. For this extension an auditory guide is necessary for safety to inform the athletes where to go verbally.

<u>Skill Theme:</u> Passing	
<u>Practice/Lesson Objectives:</u> The athlete will be able to accurately pass to a teammate using the inside of their foot in a sweeping motion 80 percent of the time.	
<ul style="list-style-type: none"> - Higher skilled pass to a moving partner - Novice pass to a stationary target or partner 	
Cues – Critical	<u>Passing:</u>

Features of Passing	<ul style="list-style-type: none"> - Plant – Non-kicking foot plant firmly (next to/slightly behind the ball) - Inside – Use the inside of your foot - Sweep – Your foot should swing in a pendulum motion sweeping over the ball
Soccer Bowling	<p>5 attempts to knock the ball off of the cone using a controlled pass. Partner should be located behind the cone to provide auditory cues for where to aim for. Starting about 10 feet away from the cone pass the ball on the ground attempting to hit the cone and knock the ball off. Then your partner will return the ball to you and replace the ball that fell off of the cone. Switch roles with your partner after 5 attempts.</p> <ul style="list-style-type: none"> - <u>Goal:</u> pass the ball hitting the cone forcing the ball to fall off the top of the cone. - <u>Refinement:</u> Focus on keeping the ball on the ground and sweeping with the inside of your feet. - <u>Extension:</u> Change distance from the cone (farther or closer, depending on ability), and/or change the cone and ball size (smaller or larger).
Triangle Passing	<p>Start by working in a stationary group of 3. All athletes should be set up in a triangle (marked by a dome cone) 5 to 10 feet from each other (based on skill level). Start by passing clockwise around the triangle until completed 5 times, then pass counterclockwise around the triangle.</p> <ul style="list-style-type: none"> - <u>Goal:</u> To make successful completed passes to your teammates, through communication and listening skills. - <u>Refinement:</u> Focus on giving clear directions to your teammate where you are in relation to them (e.g., Through (diagonal), Square (to the side)). - <u>Extension:</u> The first extension would be to no longer pass in order. Meaning each play can now pass to either of their partners. The second extension is now passing and moving to the open space (the corner that is open to make a square). For this second extension an auditory guide is necessary for safety to inform the athletes where to go verbally.

<u>Skill Theme:</u> Shooting
<p><u>Practice/Lesson Objectives:</u> The athlete will be able to accurately shoot towards a goal while using a plant foot and contact with laces 80 percent of the time.</p> <ul style="list-style-type: none"> - Higher skilled shoot on the move and utilize a goalie - Novice work on stationary shooting with or without a goalie

<p>Cues – Critical Features of Shooting</p>	<p><u>Shooting:</u></p> <ul style="list-style-type: none"> - Plant – Non-kicking foot plant firmly (next to/slightly behind the ball) and point towards goal - Chest over the ball - Contact – Center of the ball or slightly below with laces - Follow-through – Kick through the ball don't stop <div data-bbox="769 501 1170 1123" data-label="Image"> </div> <p><i>Photo 4.2: Displays a student working on her shooting form with the assistance of a coach.</i></p>
<p>Penalty Shooting Mechanics</p>	<p>The athlete will take a minimum of 5 and a maximum of 10 penalty shots with both their dominant and nondominant foot on the goal (3X2 meters). The ball will be stationary, with the shots being taken from 6 meters away from the goal (No goalie). The guide will be behind the center of the goal being shot on to provide auditory cues to the athlete.</p> <ul style="list-style-type: none"> - <u>Goal:</u> To make successful shots on goal specifically to the corners. - <u>Refinement:</u> Focus on striking the ball with your laces and chest over the ball to keep it down. - <u>Extension:</u> The first extension would be to add a goalkeeper.
<p>Shooting on the move</p>	<p>All players start in the center of the offensive zone about 10 meters from the goal and dribble until 6 meters away. When the offensive guide behind the goal indicates they are there (6 meters) the player takes the shot, retrieves their ball and dribbles back to their line. Alternate shooting</p>

	<p>with each foot. After 4 times through the players start on the right side of the offensive zone about 10 meters from the goal and dribble until 6 meters away. Followed by the left side after 4 more attempts.</p> <ul style="list-style-type: none"> - <u>Goal:</u> To maintain control of the ball dribbling towards the goal following auditory cues and successfully make a shot on goal. - <u>Refinement:</u> Focus on keeping the ball close on your dribble and striking the ball with your laces for your shot. - <u>Extension:</u> The first extension would be to add a passive defender that the players have to get around. (Remember to use "Voy" for safety)
Dribble/Pass/Shoot	<p>During this drill the player with the ball will start on the middle third of the field and the second player will start in the center of the offensive third (9meters from goal). Player dribbles the ball to offensive third and makes a pass to teammate in the center. After receiving the ball player will get control, turn and shoot in as few touches as possible. A key to this drill is listening to the guides one should be located behind the goal (offensive third) and one located at midfield for the middle third. The guide only communicated with the players in their third.</p> <ul style="list-style-type: none"> - <u>Goal:</u> To maintain control of the ball dribbling towards the offensive third, making a good pass to teammate, and then a turn and shot on goal. - <u>Refinement:</u> Focus on communication (call for the ball) and listening to the guides to complete the task. - <u>Extension:</u> The first extension would be to reduce the number of touches on the ball for the shooter or to add a goalie.

Skill Theme: Defensive Strategies

Practice/Lesson Objectives:

The athlete will be able to make a successful block tackle 7 out of 10 times while communicating 'voy' and with their team.

- Novice players should complete this individually with a cold offense
- Skilled players should complete this in unison and a hot offense

<p>Cues – Critical Features of Tackling the ball</p>	<p><u>Tackling the Ball:</u></p> <ul style="list-style-type: none"> - “Voy” – player must continually communicate to inform the offensive player that you are approaching to avoid a collision - Block – Remember not to kick the ball - Contact – On the middle inside of foot - Shift Weight forward – To generate momentum and win the ball
<p>Tackling</p>	<p>During this task start by having the ball close to a fence or a wall. The athletes will practice the block tackle form on a stationary ball first. Stepping towards the ball and block the ball between the inside of your foot and the wall.</p> <ul style="list-style-type: none"> - <u>Goal:</u> To use quality blocking form consistently to make a successful block tackle and reduce chance of injury. - <u>Refinement:</u> Focus on not kicking the ball and communicating ‘Voy’ every time before you contact the ball. - <u>Extension:</u> The first extension would be to have a stationary ball between two players taking one step two both block the ball. Then move to a one on one blocking activity. <div data-bbox="695 1012 1154 1606" data-label="Image"> </div> <p>Photo 4.3: Displays two players working on a one on one blocking activity with eyeshades.</p>
<p>Defending in Unison</p>	<p>During this task the players will be working on defending as a pair. This task will start by having two (defense) on one (offense). The player with the ball will dribble towards the opposite end of the grid (10m by 10 m), at 60 to 70% effort. The defenders will practice communicating ‘voy’ as they move towards the players with the</p>

	<p>ball. Additionally, the defenders will work together to force the offensive player towards the outside edge of the grid and to make a block tackle.</p> <ul style="list-style-type: none"> - <u>Goal:</u> To effectively communicate and defend in unison and make a successful block tackle. - <u>Refinement:</u> Focus on not kicking the ball and communicating 'Voy' every time before you contact the ball. - <u>Extension:</u> A extension could be to have a 100 percent effort offensive player to make the block more difficult.
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<u>Skill Theme: Offensive Strategies</u>	
<u>Practice/Lesson Objectives:</u> The athlete will be able to work as a team by utilizing the skills previously taught (dribble, pass, and shoot) and communication to invade the offensive third of the field.	
<ul style="list-style-type: none"> - Higher skilled use live defense (80 – 100% effort) - Novice use passive/cold defense (30 – 60 % effort) 	
Cues – Critical Features of Offensive Attack	<u>Offensive attack:</u> <ul style="list-style-type: none"> - Support – Provide passing options to teammates - Communicate – Tell your team where you are - Readjust – Move your location as the ball moves
Dribble to invade	<p>During this drill the player with the ball will start on the end of a five by ten grid marked by cones. The defensive player will start in the middle of the grid. The player with the ball will attempt to get to the other side of the grid while maintaining possession.</p> <ul style="list-style-type: none"> - <u>Goal:</u> To maintain control of the ball dribbling towards the end of the grid, while avoiding the cold defender. - <u>Refinement:</u> Focus on listening to the defenders 'voy' (so you know where they are) and utilizing change of speed and direction to get past the defender. - <u>Extension:</u> The first extension would be to narrow the grid or make the defender no longer cold.



Photo 4.4: Displays two players working on the drill dribble to invade, with eyeshades. The grid is marked off by cones and the coach is giving instructions.

Dribble to invade and pass

During this drill the player with the ball will start on the middle third of the field and the second and third player will start in the center of the offensive third (9meters from goal). Player dribbles the ball to offensive third and makes a pass to either teammate in the offensive 3rd. After receiving the ball player will get control, turn and repeat the drill headed in the opposite direction. One passive defender will be located in the middle third and one in the offensive third. There will be a total of five players in this drill three offensive and 2 defensive players. A key to this drill is listening to the guides one should be located behind the goal (offensive third) and one located at midfield for the middle third. The guide only communicated with the players in their third.

- Goal: To maintain control of the ball dribbling towards the offensive third, making a good pass to teammate, while avoiding the defenders.
- Refinement: Focus on communication (call for the ball), listening to the defenders 'voy', and the guides to complete the task.
- Extension: The first extension would be to add an additional defender so that each player is defended.

SECTION 5.1 ACTIVITIES TO DO AT HOME

Lots of soccer activities can be done at home! Although having a partner(s) can be helpful (e.g., family member, friend), lots of ball control skills can be developed individually.

Juggling is a foundational skill for any soccer player. Unlike the type of juggling that involves only the hands, juggling in soccer is when (using touches) a player tries to keep the ball off of the ground using any part of the body except one's arms and hands (e.g., should use laces of the feet, thighs, chest, head). Juggling can be done almost anywhere and helps a player master their ball control/awareness skills.

Juggling can be a very difficult skill, especially when starting out. One of the best ways to start working on juggling would be to use a soccer ball bungee elastic training juggling net. This allows for players to work on their timing and technique but makes it so that players do not have to chase their ball after every bad touch. Or, you could start out juggling with something forgiving, such as a balloon! Other juggling suggestions include:

- Allow for bounces to occur in-between touches.
- Use the dominant limb, non-dominant limb, alternate feet, etc.
- Don't be afraid to include upper portions of the body (e.g., chest, head).

Wall passes are another great activity that can be completed individually—as long as a player has access to a sturdy and smooth wall to pass a soccer ball against. Just make sure that the wall a player is using won't be disturbing those on the other side of the wall! Once you have a good wall, simply push-pass (i.e., side of the foot) the ball towards the wall and then work on controlling the ball as it hits off of the wall. Wall passes are great because they force a player to work on both passing (i.e., push-pass) and receiving (i.e., first touch, ball control). Suggestions for wall passes include:

- Use different distances.
- Use the dominant foot, non-dominant foot, alternate feet, etc.
- At first, work on trapping/controlling the ball (i.e., pass-control)
- See if you can progress to continuous passing and receiving (i.e., 1-touch wall passes).

Like juggling, **dribbling** is a skill that can be practiced almost anywhere. Simply grab a ball and practice moving forward, backwards, or sideways while keeping a ball fairly close to your feet. There are lots of 'moves' that can be practiced such as the pull-back, the step-over, the scissor, or spinning with the ball. However, simple dribbling activities like dribbling a ball into open space can be just as useful for developing a player's ability to control a ball when both ball and player are moving.

There are countless other ball control activities that can be performed at home. However, players and or coaches who want to advance their foundational skills may want to visit <https://www.coerver.com/> for additional soccer drills/products (for purchase).

Thus far, most of the described activities can be performed without a partner(s). However, the involvement of family and friends can allow for partner-passing, juggling, etc., or even game-play (e.g., 1v1 dribbling past your opponent, 2v1 keep-away, 2v2 small-sided game). Plus, the involvement of friends and/or family should foster a positive social environment, increased physical activity for all parties, and validation/support for a player who is blind or visually impaired.

SECTION 6.1 RESOURCES

RESOURCES AND VIDEOS FOR FURTHER GUIDANCE

International Blind Sports Federation (IBSF)
United States Association of Blind Athletes (USABA)
<https://www.coerver.com/>
www.campabilities.org

EQUIPMENT

- <https://handilifesport.com/en/adapted-sports/>
- American printing house for the blind
- https://www.soccer.com/shop/details/pugg-pop-up-goals-6-_A7844?
- <https://www.badensports.com/products/pugg-soccer-goal-6x4?>
- <https://www.dickssportinggoods.com/products/soccer-shin-guards.jsp>
- <https://goalfixsports.com/product/free-standing-blind-football-goal-3-65m-x-2-1m-12ft-x-7ft/>
- <https://handilifesport.com/en/adapted-sports/>
- <https://goalfixsports.com/product-category/eyeshades/>
- <https://goalfixsports.com/product/blind-football-rebound-panel/>
- http://shop.aph.org/webapp/wcs/stores/servlet/Product_APH%20Sound%20Balls_1053465P_10001_11051
- <https://www.gophersport.com/pe/adapted/inreach-beeper-ball?>
- <https://www.bsnsports.com/equipment/sports/track-field/stopwatches>
- <https://www.gophersport.com/supplies/cones-markers/rainbow-dome-cones>
- <https://www.networldsports.com/12-x-6-forza-steel42-soccer-goal.html?>

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